

·MASSACHUSETTS·
·STATE·NORMAL·
·SCHOOL·
·WESTFIELD·



·ANNOUNCEMENT
·YEAR · OF ·
·1913  1914·
·ESTABLISHED · 1839·

ANNUAL ANNOUNCEMENT OF THE
MASSACHUSETTS
STATE NORMAL SCHOOL,
WESTFIELD.

ESTABLISHED 1839.



1913-1914

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ESTABLISHED, 1839.

REORGANIZED, 1910.

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Augusta Tappan, ...	Eighth grade.
Louise E. Snow, ...	Seventh grade.
Anna M. Downey, ...	Seventh grade.
Lucia A. Coleman, ...	Sixth grade.
Ella J. Downey, ...	Sixth grade.
May T. Grout, ...	Fifth grade.
Edith M. Robbins, ...	Fifth grade.
Eliza Converse, ...	Fourth grade.
Bertha A. Kuralt, ...	Third grade.
Florence P. Axtell, ...	Second grade.
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Emma L. Hammond, ...	Kindergarten.

ALUMNI ASSOCIATION OF THE WESTFIELD NORMAL SCHOOL.

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Class of 1878.

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Class of 1886.

The next meeting of the Association will be held in 1916.

CALENDAR FOR 1914.

SPRING TERM.

Monday, 9 A.M., March 16, 1914, to Friday, 4 P.M., June 12, 1914.

GRADUATION.

Tuesday, 2 P.M., June 16, 1914.

EXAMINATIONS FOR ADMISSION.¹

FIRST ENTRANCE EXAMINATION.

Thursday and Friday, 9 A.M., June 18 and 19, 1914.

SECOND ENTRANCE EXAMINATION.

Tuesday and Wednesday, 9 A.M., September 8 and 9, 1914.

Entrance examinations on the dates given above begin at 9 A.M., in the assembly hall. Candidates are to be present at the opening on the first day. They should come prepared to stay in September. If students are obliged to stay over night during the June examinations, accommodations may be had at Dickinson Hall.

The school is in session every week day except Monday; on Saturdays, school closes at noon.

¹ For order of examinations, see p. 15.

CALENDAR FOR SCHOOL YEAR, 1914-15.

FALL TERM.¹

Thursday, 9 A.M., Sept. 10, 1914, to Saturday, 12 M., Dec. 5, 1914.

WINTER TERM.

Monday, 9 A.M., Dec. 7, 1914, to Saturday, 12 M., March 20, 1915.

SPRING TERM.

Monday, 9 A.M., March 22, 1915, to Friday, 4 P.M., June 18, 1915.

GRADUATION.

Tuesday, 2 P.M., June 22, 1915.

VACATIONS.

SPRING, 1914.

From Saturday, 12 M., April 25, 1914, to Monday, 9 A.M., May 4, 1914.

THANKSGIVING.

From Wednesday, 12 M., preceding Thanksgiving Day, to the following Monday.

CHRISTMAS.²

From Wednesday, 4 P.M., Dec. 23, 1914, to Monday, 9 A.M., Jan. 4, 1915.

WINTER.

From Saturday, 12 M., Feb. 27, 1915, to Monday, 9 A.M., March 8, 1915.

SPRING, 1915.

From Saturday, 12 M., May 1, 1915, to Monday, 9 A.M., May 10, 1915.

¹ Those seniors who are assigned to the training school for the fall term will begin their school year Tuesday, Sept. 8, 1914.

² For section B of the senior class, from Wednesday, 4 P.M., Dec. 23, 1914, to Monday, 9 A.M., Jan. 4, 1915.

WESTFIELD NORMAL SCHOOL.

HISTORICAL SKETCH.

With the single exception of the Framingham Normal School, which was first opened at Lexington, July 3, 1839, the Westfield Normal School is the oldest in America. It was established at Barre, Sept. 4, 1839, and was transferred to Westfield in 1844. The total number of pupils admitted to this school is 5,527. Since 1855, the date of the first formal graduation, 2,488 students have received diplomas on the completion of the prescribed course of study.

LOCATION.

Westfield, a beautiful town of about 16,000 inhabitants, is located on the main line of the Boston & Albany Railroad, and on the Northampton division of the New York, New Haven & Hartford Railroad. Springfield is distant but nine miles, Holyoke ten, Chicopee twelve, and Northampton sixteen. Electrics run from the railroad station past the school and connect Westfield with Huntington, Springfield, and Holyoke. The service is excellent, and the program of recitations is so arranged that most pupils residing in adjoining cities and towns can live at home.

Westfield is noted for its fine streets, overarched by stately elms, and for the beauty of the surrounding country. Facilities for healthful exercise, as well as for the out-door study of geography and natural science, are abundant.

BUILDINGS AND GROUNDS.

The normal school-building was occupied for the first time April 18, 1892. It is an imposing and commodious structure of red brick, with trimmings of brown stone and Roman-

esque portals, is 140 feet long and 118 feet deep, and contains accommodations for 200 normal students, as well as for 100 pupils of the training schools. The entire building is finished in the best selected quartered oak; the laboratories are liberally supplied with the best of modern apparatus and an abundance of specimens; and the studios, class rooms, and workshop are equipped with all necessary materials for students of the manual arts. The assembly hall is a beautiful room, 60 feet square, with movable desks and chairs; on the walls hang architectural representations of classical structures and reproductions of some of the masterpieces of painting by Rembrandt, Velasquez, Michael Angelo, Corot, and Frans Hals. The library contains about 4,000 volumes, and is an effective working collection of well-selected books. Probably no school building in the State has a more complete equipment for preparing teachers to fill positions in the best of modern schools.

Dickinson Hall is a pleasant and comfortable dormitory and boarding hall, located adjacent to the school building, and furnishing accommodations for about 70 students. The gymnasium of the school is located in this building. A fuller description may be found on page 36, under the caption "Dickinson Hall."

TRAINING SCHOOLS.

In the normal school building are three rooms, accommodating 100 pupils of the kindergarten and primary grades of the public schools.

The State has erected a training school building at a cost of \$45,000, on the site of the old normal school on Washington Street, within a stone's throw of Dickinson Hall. This building contains ten class rooms, with ample accommodations for 420 children from grades four to nine inclusive, a library, principal's office, teachers' room, an assembly hall with seats for 500, play rooms, and is furnished with an electric time

service and a liberal equipment for the teaching of all school subjects.

There are available for training purposes in both buildings thirteen rooms, containing more than 500 pupils.

The pupils of the senior class of the normal school are divided into three sections, each section devoting the entire time of one term of thirteen weeks to observation and teaching in the training schools under expert supervision. Thus ample provision has been made for training teachers for the actual work of their profession.

GENERAL AIM OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools, as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION.

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the

amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B," secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---|---------------|
| (2) Algebra, ... | 1 unit. |
| (3) Geometry, ... | 1 unit. |
| (4) History, ¹ | 1 or 2 units. |
| (5) Latin, ... | 2 to 4 units. |
| (6) French, ... | 2 or 3 units. |
| (7) German, ... | 2 or 3 units. |
| (8) Drawing, ² | 1 unit. |
| (9) Physics, ... | 1 unit. |
| (10) Chemistry, ... | 1 unit. |
| (11) Biology, botany or zoölogy, ² | 1 unit. |
| (12) Physical geography, ² | 1 unit. |
| (13) Physiology and hygiene, ² | 1 unit. |
| (14) General science, ² | 1 unit. |
| (15) Stenography, ... | 1 or 2 units. |
| (16) Domestic science or manual training, ... | 1 unit. |
| (17) Commercial geography, ² | 1 unit. |
| (18) Arithmetic, ² | 1 unit. |
| (19) Bookkeeping, ... | 1 unit. |

¹ History includes: ancient; mediæval and modern; English; American history and civics; and current events.

² Half units in these subjects will also be accepted.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (Sub-station 84, New York City) will be found suggestive by high schools.

For admission to the Massachusetts Normal Art School a special examination in drawing will be required in addition to the above.

C. *Additional Subjects.* — At least 4 additional units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C." and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by

the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Entrance Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

SCHEDULE OF EXAMINATIONS.

Thursday, June 18, and Tuesday, Sept. 8, 1914.

*Morning.**Afternoon.*

8.30- 8.45.	Registration.	1.30-2.30.	Geometry.
8.45-10.30.	English.	2.30-4.00.	Latin, Arithmetic.
10.30-11.30.	History.	4.00-5.00.	General science.
11.30-12.30.	Algebra.		

Friday, June 19, and Wednesday, Sept. 9, 1914.

*Morning.**Afternoon.*

8.15- 8.30.	Registration.	1.30-2.30.	Chemistry, Physics.
8.30- 9.30.	Drawing, Stenog- raphy.	2.30-3.30.	Physiology, Bookkeep- ing.
9.30-11.00.	French, German, or Current Events.	3.30-4.30.	Biology, Botany, Zoöl- ogy.
11.00-12.00.	Physical geography, Commercial geog- raphy.	4.30-5.30.	Domestic science or Manual training.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and, as the studies of the course are arranged progressively from that time, it is important that students shall present themselves for duty at that time. In individual cases exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

TUITION AND EXPENSES.

Tuition and text books are free to residents of Massachusetts.

Pupils from other States than Massachusetts, attending normal schools supported by this State, are required to pay at the beginning of each half-year session the sum of \$25 to

the principal of the school attended for tuition, except that in the Normal Art School the sum paid to the principal at the beginning of the session by each pupil from another State will be \$50 for each half-year.

For cost of board, see "Dickinson Hall," below.

STATE AID.

To assist those students who find it difficult to meet the expense of the course, a small pecuniary aid is furnished by the State in varying sums.

Aid is not furnished during the first half-year of attendance, nor to students whose scholarship is unsatisfactory. Applications for this aid are to be made to the principal in writing, and must be accompanied by a certificate from a person competent to testify, stating that the applicant needs the aid.

COURSES OF INSTRUCTION.

This school offers (1) a general two years' course, (2) a three years' course, (3) a kindergarten course, (4) a special course for teachers, and (5) a special course of one year for college graduates.

I. GENERAL TWO YEARS' COURSE.

The general course of study for two years comprises the following subjects: —

1. Psychology, history of education, principles of teaching, methods of instruction and discipline, school organization, school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(a) English. — reading, language, composition, literature, history.

(b) Mathematics. — arithmetic.

(c) Science. — chemistry, geography, physiology and hygiene, study of minerals, plants, and animals.

(d) Drawing, vocal music, physical training, manual training.

3. Observation and practice in the training school, and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it. Others need not expect to finish it in two years.

For a more detailed account of this course, see pages 18-29.

II. THREE YEARS' COURSE.

The Commissioner of Education and the principal of any normal school may arrange for a third year of study and practice in teaching under supervision for its graduates, whenever in their judgment such action is desirable. The object of this course shall be a more complete mastery of the topics arranged for the regular two years' course and further work in the training schools; this work in the training schools shall be under the direct supervision of a teacher of the normal school or of a teacher specially approved for that purpose.

III. KINDERGARTEN COURSE.

The kindergarten course requires two years for its completion. The first year's work is the same as that of the general two years' course. During the second year the pupil spends all her mornings in the practical work of the kindergarten, and her afternoons in the study of the theory and the history of the kindergarten.

Every candidate for this course should have not only the qualifications required for admission to the general two years' course, but should in addition have some facility in playing the piano and in singing.

Students pay the cost of materials used by them, but this expense does not exceed ten dollars for the course.

IV. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience in teaching, who give evidence of maturity, good scholarship, and of aptness to teach, may, with the consent of the principal and of the Commissioner of Education, select a course which may be completed in one year; and when such course is successfully completed, they shall receive a certificate for the same.

V. SPECIAL COURSE FOR COLLEGE GRADUATES.

College graduates may be admitted to the State normal schools without examination, and may receive a diploma after satisfactorily completing a course of one year, requiring at least twenty-three recitation periods per week and including the advanced pedagogy and practice of the senior year.

Experienced observers of public-school problems are agreed that the high schools can no longer furnish employment for all college graduates who wish to teach. **An increasing number of such graduates must hereafter find their work in the grammar schools.** It is for this class especially that course V has been planned.

GENERAL PLAN OF TWO YEARS' COURSE.

No outline can accurately represent the spirit and method of a school. The following topical arrangement should be understood as merely suggestive:—

PSYCHOLOGY.

There are two courses in psychology, one for the junior and one for the senior year. The work given is in part indicated in the following statement:—

1. **Psychology and Experimental Pedagogy.**—This course includes (a) the nature, physiological correlation, growth and education of the mental processes; (b) methods and results

of experimental pedagogy. The standard texts are used by the students in preparing the lessons they teach in turn: Whipple's *Manual of Mental and Physical Tests*; Thorndike's *Educational Psychology*; Seashore's *Experiments in Psychology*; Creighton's *Introductory Logic*; James's *Principles of Psychology*; and the works of Angell, Judd, Baldwin, Titchener, Dewey, Wundt, Stout, etc., as well as the psychological periodicals.

2. Child Study or Genetic Psychology. — A study of some of the chief features in the physical and mental life of the child from the genetic standpoint: the hygiene of the sense-organs, the voice, etc.; the beginnings of mental life in the child and in animals; the conditions of mental development; the development of motor control and ability; perception and apperception in their development and educational bearings; attention and will in development and in education; and other types of mental activity in the same method of treatment as time may make possible. Most of the classic studies in this subject are available for this work, and many of the striking results of the great studies have been charted and are used in the department.

The department has a full set of the *Pedagogical Seminary* and the *American Journal of Psychology*, and besides these receives, among others, the *Journal of Educational Psychology* and the *American Journal of Sociology*. It is the aim of these courses to develop in the students the power and the habit of reading intelligently the current expert literature of their profession. A piece of research work is also required.

HISTORY OF EDUCATION.

1. American Education. — The Massachusetts public school system, past, present and future; the beginnings of public education in New York, Pennsylvania, Virginia; in the west, in the south, in the northwest; higher education of women in

America; the origin and development of normal schools in the United States; the influence of European thought and practice; American educational biography; the movement for vocational education; the arts and crafts and nature-study movements.

2. European Education. — Greek, Hellenistic, and Roman education in theory and practice; the aim in each nation and the adaptability of the means used to the attainment of the aim; the value of the aim in each case; Jewish education; early Christianity and education; mediæval education, culminating in the Renaissance and humanism; these latter as containing the germs of modern philosophy, modern education, and the newer theory of life; educational criticism and the practice of the “innovators;” the constructive educators from Comenius to Herbart and Herbert Spencer; the shifting emphasis in educational theory and practice as seen in the various standpoints of verbalism, realism, naturalism, and the disciplinary, psychological, and sociological theories of education. The work requires assigned reading and reference work, reports, and extensive reading of the educational classics of Comenius, Rabelais, Montaigne, Bacon, Rousseau, Locke, Pestalozzi, Froebel, Herbart, Spencer, Horace Mann, etc.

The standard texts and classics are available for this work. Paul Monroe's *Text-book* and *Briefer Course* are followed in the main and freely consulted as texts.

The aim in presenting the history of education is twofold, namely, cultural and practical; first, to open and liberalize the mind and enlarge the ideas by a study of the progress of thought and social action, and particularly the relation thereto of the progress in educational theory and practice; and, second, to study the curriculum, methods and ideals of our Massachusetts schools in the light of the knowledge thus gained.

METHODS.

The schoolroom application of the work in arithmetic, literature, history, etc.; phonetics; primary reading; story telling; board work; the art of adult reading, silent and oral; preparation of bibliographies in the subject-matter of the first six grades of school life, etc.

SOCIOLOGY.

The course covers one term in the senior year and involves several kinds of work and as many ways of doing it, all of which involve the self-activity of the student: (*a*) class discussions on assigned readings from the texts; (*b*) an individual study of and an oral report by each student on some one of the list of topics, which is expected to treat the subject as exhaustively and intensively as the time and the materials will allow; (*c*) a written report on the social activities of some community, or some phase thereof, of which they have made a special study, with suggestions for improvement.

Some of the subjects treated in (*a*) are these: the causes that have contributed to the rise of the science of sociology; the nature, aim, materials, and method of the science; the rise and function of the leading social institutions; the social ideal and the social spirit; social pathology, therapeutics, and hygiene; the sociology of the teaching profession.

Some of the topics from which selections are made for the work under (*b*) are these: retardation in the schools; child labor in America; the criminal and his treatment; poverty and its causes; Dickens and his services for childhood; the professional institutions (after Spencer and Bryce); juvenile reform schools; social and university settlements; Chadwick and public hygiene in England, together with the rise of State boards of health in America; the social teaching of Joseph Mazzini; Jane Addams and the newer ideals of peace; some

phases of the race problem in America; some social Utopias; the rural school problem; industrial education; the wage-earning woman; home economics; co-operation amongst laborers; prisoners and prison reform; supplementary education; the education of backward and feeble-minded children, the deaf and the blind; social education; socialism and social reform.

SCIENCE.

Preparation. — Field and laboratory work are combined with a thorough class-room drill in the best pedagogical methods for the presentation of biology in the graded schools. The out-of-door study is supplemented by the use of aquaria, vivaria, a practical school garden, and similar helps. As an aid for preparation the school possesses an excellent reference library in science, an abundance of working material in both plants and animals, and a valuable cabinet collection, all of which it may be fairly said are unsurpassed by other schools of like rank.

Equipment. — Among the cabinet and working material especial mention should be made of the Scott collection of local birds and their eggs, prepared and presented by a former principal of the school, and including all the common New England species; the stuffed fishes, both salt and fresh-water forms; the insects, which are particularly rich in dragonflies and the various species injurious to vegetation; the fresh-water mussels, presented by the United States Bureau of Fisheries, and one of the finest collections in America; the tropical fruits, including blossoms, buds, and perfected fruits of nearly all the kinds that possess commercial value; a very full and choice set of mounted native seaweeds and an equally fine herbarium of local plants; a series of charts, casts, and models illustrating human anatomy, and a full set of histological preparations, showing the structure and tissues of the human

body ; and, finally, a particularly extensive working collection of ores, minerals, rocks, and fossils.

Course of Study. *Autumn.* — The topics making up the course are arranged according to the season. At the opening of school in September work is begun on the general characteristics of plants and animals, special attention being paid to habits, modes of life, and economic relations. Types are selected from the local fauna and flora, with which the pupils are required to become acquainted from actual observation. The economic value of the facts thus secured are then discussed in the class room, together with the best methods of presenting such work in the graded schools.

Later in the fall especial attention is given to the preparation made by plants and animals for passing the winter, and practical demonstrations are worked out by the pupils in the school garden and in the fields.

Winter. — Life itself is next considered, together with its principal manifestations, and the laws of heredity and transmission. This introduces the physiology and hygiene of the human body.

So far as is necessary anatomy is illustrated by models and casts, while microscopic structure is demonstrated by a large collection of finely stained sections. But only so much of such work is given as is necessary for a rational understanding of hygiene and the many practical questions concerning bodily health about which every teacher should be well informed. With this latter purpose in view, the germ theory of disease ; the treatment of contagious diseases in the school-room ; the problems of vaccination, disinfection, quarantine, and school sanitation ; the transmission of various diseases by animal and insect agencies ; the value of hospitals, sanitariums, and pest-houses ; the necessity for good drinking water, hygienic cooking, and sanitary clothing ; a rational and orderly presentation of the effects produced by alcohol upon the body and mind ;

the physiological influence of the mind upon the body, and many other important phases of hygiene are carefully and thoroughly discussed. As thus presented, the faithful student is furnished with a fund of information which will be of the greatest practical value in her own life and in her work as a teacher.

Spring. — As spring opens, attention is naturally directed to the awakening life everywhere manifest, the opening buds and sprouting seeds, the returning birds, and the emergence of various animals and plants from their winter hibernation. The latest and most improved methods of bird study are presented, and the frogs' eggs are used as types of animal development.

Among the plants, typical flowers are taken as they appear, and are studied with reference to their plan and structure, their parts and the functions of each, inflorescence, fertilization and growth, and finally the fruit. Special attention is given to economic plant products, such as tropical fruits, spices, india rubber, vegetable oils, drugs, medicines, dye-stuffs, etc.

Enough work is also accomplished with the common flowerless plants, mosses, lichens, fungi, and the like, to enable the student to recognize their great value in the economy of nature, and to deal intelligently with them in the graded schools.

The value of our forests and the uses of the various kinds of lumber are closely related with the work in manual training.

In the field work the students are taught to utilize their immediate surroundings; by this method they are certain of obtaining an abundance of material wherever they may chance to teach.

A course in natural science for elementary schools is outlined, and instruction is given in obtaining, preparing, and using suitable materials for class-room presentation.

CHEMISTRY.

To the prospective teacher health is of the greatest importance; under ordinary circumstances a sound body means a vigorous mind, industrious habits, and a cheerful disposition. The systematic study of few sciences has so direct a bearing as has chemistry in teaching students to appreciate properly their own bodies and to guard themselves against the quack nostrums and questionable remedies of daily life. Foods, beverages, drugs, and medicines are analyzed, and helpful as well as harmful properties determined. A knowledge of the dangerous effects of acetanilid preparations has well-nigh driven out the use of grippe and headache powders among the students of this school; while the fact that the local board of health depends in some measure upon analyses made by students in this course gives importance to the tasks undertaken, fosters care in the working habits of students, and inspires them with the sense of responsibility which every good citizen should have. The analysis of water and milk; the determination of the amount of alcohol in patent medicines, "soft drinks," and other beverages; the search for coal-tar products, etc., — these are other applications of the efforts made to provide for the physical well-being of students through a knowledge of chemical laws; while the removal of stains, the preparation of essences, perfumes, etc., and correlation with the department of manual arts whereby materials to be used in that department are dyed or otherwise prepared, are illustrations of the "practical" turn given this science, whereby a considerable saving of money to the student is made possible. It is believed that the knowledge thus gained, through the missionary work of students who become teachers, will reach thousands of pupils, to their permanent advantage. In a word, the aim of this course is to create, if necessary, and to foster a real interest in the great science of chemistry; to give a broader outlook

on life, and to create a belief that every teacher is a real factor in the busy, living world; and to furnish the thoughtful, painstaking student with information by which she can keep both body and mind in an alert, healthy condition.

GEOGRAPHY.

The work in geography covers two terms in the junior year. The following outline is suggestive of the work that is attempted: —

1. Home geography: what subjects are appropriate, how to work them out and teach them to the children of the proper grade.

2. Larger type studies as a basis of unification in geography. These types are chosen from the United States and Europe.

3. Geographic forces, especially as seen in the United States and Europe.

4. The physiographic structure of North America and Europe, with brief comparative study of the other continents.

5. The political and commercial geography of the world in brief outline.

6. The earth and man in their more significant interrelations.

THE LANGUAGE ARTS.

Reading. — A study of the principles underlying the art of good reading, both silent and oral.

English Grammar and Composition. — A review of the principles of English grammar as an aid to correct speaking and writing; an examination of the common mistakes in oral and written speech, with constant practice in the spelling of words persistently misspelled; a study of correct usage in social forms; with an effort to develop, by practice and comparison with the works of the best writers of English, an ability to frame paragraphs and compositions.

English and American Literature. — A study of the world's classics from the standpoint of the child, and an effort to make prospective teachers familiar with the literature of childhood, — that literature which is finding a place in the best elementary schools of America. Such time as may be left will be devoted to an appreciative consideration of the literary productions an acquaintance with which is held to be the characteristic of a well-informed, cultured woman and teacher.

HISTORY.

United States History and Civics. — No teacher is worthy a place in the public schools who is not reasonably familiar with the history and government of the United States. Technicalities will be avoided; effort will be made constantly to awaken an interest in the life of the people, not only by paying attention to the industrial and social development of the nation, but also by comparing life to-day — travel, education, amusements, etc. — with the corresponding features of American life in the past. This subject should give a peculiarly valuable training in the use of books and the preparation of special topics.

General History. — A study of the way history has grown, the myths and legends of the past and their relation to the history and literature of to-day; the acquisition of a skeleton of history, ancient, mediæval, and modern; and a special study of the great characters and events in the history of all nations, with the purpose of adapting it to the needs of school children, particularly those in grades III to VI. An effort will be made to make students familiar with those publications which are used by children in the best schools.

ARITHMETIC.

The aim of this course is to give students^a a thorough familiarity with arithmetical processes and a logical method of presenting the subject, as well as to teach them to be self-reliant, efficient, accurate, and quick to appreciate and apply. The importance of the reason for processes and methods, and the way in which a child may be led to discover and apply them; a criticism of text books in arithmetic; a study of diagrams as an aid in developing mathematical concepts; the use and abuse of short cuts, — these are some of the topics presented in this subject.

MUSIC.

The aim in the presentation of music is to make students proficient in singing and teaching such musical selections as are taught in the first six grades of the public schools. This is done through actual individual singing of the slips of the Weaver Music System, supplemented by such information and practice as is required by the series under consideration, such attention to musical notation as may be necessary, and practice in teaching the same to normal school students. Much attention throughout the course is paid to the mechanics of music, to voice culture, ear training, and musical appreciation.

PHYSICAL TRAINING.

The work in physical training affords an opportunity for regular and systematic exercise in the gymnasium and on the campus. It includes the Swedish drill of free standing exercises, marching, running, jumping, carefully selected movements upon stationary apparatus, games, folk and æsthetic dancing. The campus affords an opportunity for out-of-door recreation in tennis, basket ball, etc.

MANUAL ARTS.

These courses include various projects or problems which have in view the unification of the studio and the shop, and their relation to the public. The work aims to develop in the student analytic and synthetic views of the subject. The former gives a knowledge of the principles of representation in the outline, light and dark, and the use of color.

The history of architecture, sculpture, and painting, and the study of the mediums used in the hand work, are noted with reference to their bearing upon our present social problems. The principles of beauty in line and color and form are taught as a basis for the synthetic method in picture study and design.

The creative side is emphasized in the belief that in the field of design lies the greatest number of human interests. Applications of the principles of beauty are made in all phases of school work, including sewing and home decoration, and to different branches of industry.

PROGRAM OF SUBJECTS IN TWO YEARS' COURSE.¹JUNIOR YEAR.²

FALL TERM.	WINTER TERM.	SPRING TERM.
Arithmetic, ... 3	Arithmetic, ... 3	Arithmetic, ... 3
English expression, ... 2	Drawing, ... 2	Drawing, ... 2
Geography, ... 3	English expression, ... 2	English expression, ... 2
Gymnastics, ... 2	Geography, ... 2	Geography, ... 2
History of education, ... 2	Gymnastics, ... 2	Gymnastics, ... 2
Methods, ... 4	History of education, ... 1	History of education, ... 1
Music, ... 2	Methods, ... 4	Methods, ... 4
Psychology, ... 2	Music, ... 2	Music, ... 2
Science, ... 4	Psychology, ... 2	Psychology, ... 2
24	Science, ... 4	Science, ... 4
	24	24

¹ Changes in assignment of subjects to terms may be made at any time.² The school year is divided into three terms of thirteen weeks each.

PROGRAM OF SUBJECTS IN TWO YEARS' COURSE — *Concluded.*
SENIOR YEAR.

SECTION A IN TRAINING SCHOOL.	B.	C.	SECTION B IN TRAINING SCHOOL.	A.	C.	SECTION C IN TRAINING SCHOOL.	A.	B.
Chemistry, ...	-	4	Chemistry, ...	4	-	Chemistry, ...	-	4
Child welfare, ...	4	-	Child welfare, ...	-	4	Child welfare, ...	4	-
Drawing, ...	4	4	Drawing, ...	4	4	Drawing, ...	4	4
English composition, ...	3	3	English composition, ...	3	-	General history, ...	4	4
History of United States, ...	4	-	General history, ...	-	4	History of United States, ...	4	-
Literature, ...	-	5	History of United States, ...	-	4	Literature, ...	-	5
Manual training, ...	3	3	Literature, ...	5	-	Manual training, ...	3	3
Music, ...	2	2	Manual training, ...	3	3	Music, ...	2	2
Sewing, ...	2	2	Music, ...	2	2	Sewing, ...	2	2
	22	23	Sewing, ...	2	2		23	24
				23	23			

DISCIPLINE.

Whoever aspires to the responsible office of teacher should habitually practice self-control. This doctrine furnishes the key to the disciplinary policy of the school. Pupils are treated with confidence, and to a large extent the government of the school is left in their hands. Almost no rules are made, but it is the constant effort to create such an atmosphere that to follow the best ideals shall be easy and natural.

Regular attendance, good behavior, and loyalty to the best interests of the school are necessary to successful work and are expected of all.

The power of suspension for misconduct and of removal from school for failure to do properly the work of the school is lodged in the principal, with an appeal to the Commissioner of Education.

LECTURES, CONCERTS, AND ENTERTAINMENTS.

An effort is made every year to quicken a school spirit, to educate through the social instinct, and to bring students into contact with people of reputation in lecture and concert fields. The program for 1914 has been as follows:—

LECTURES.

Mr. Thomas H. Briggs, Teachers' College, New York, Some Higher Messages from Literature.

Mr. Charles A. McMurry, De Kalb, Ill., Normal School, Reconciliation of Contradictions in the Theory and Practice of Education.

Miss Cecile Ayres, Philadelphia, Pa., piano recital.

Mr. Albert Edmund Brown, Lowell Normal School, song recital.

Miss Virginia Brooks, West Hammond, Ill., How a Woman Cleaned up West Hammond, Ill.

Mr. Edward D. Mead, Boston, United States as a World Power.

Principal Clarence A. Brodeur, Westfield, lecture recitals.

Longfellow.

Burns.

Tennyson.

Mr. Juipi G. Kasai, Japan, The Mastery of the Pacific.

Mr. Louis G. Monté, Westfield Normal School.

Epochs in French Painting.

Painting of the Italian Renaissance.

Mrs. Mand Wood Park, Boston, Ourselves and Our Daughters.

Mr. H. W. Gleason, Boston, Luther Burbank's Plant Wonders.

Mr. Will S. Monroe, Montclair, N. J., Normal School, Bohemia.

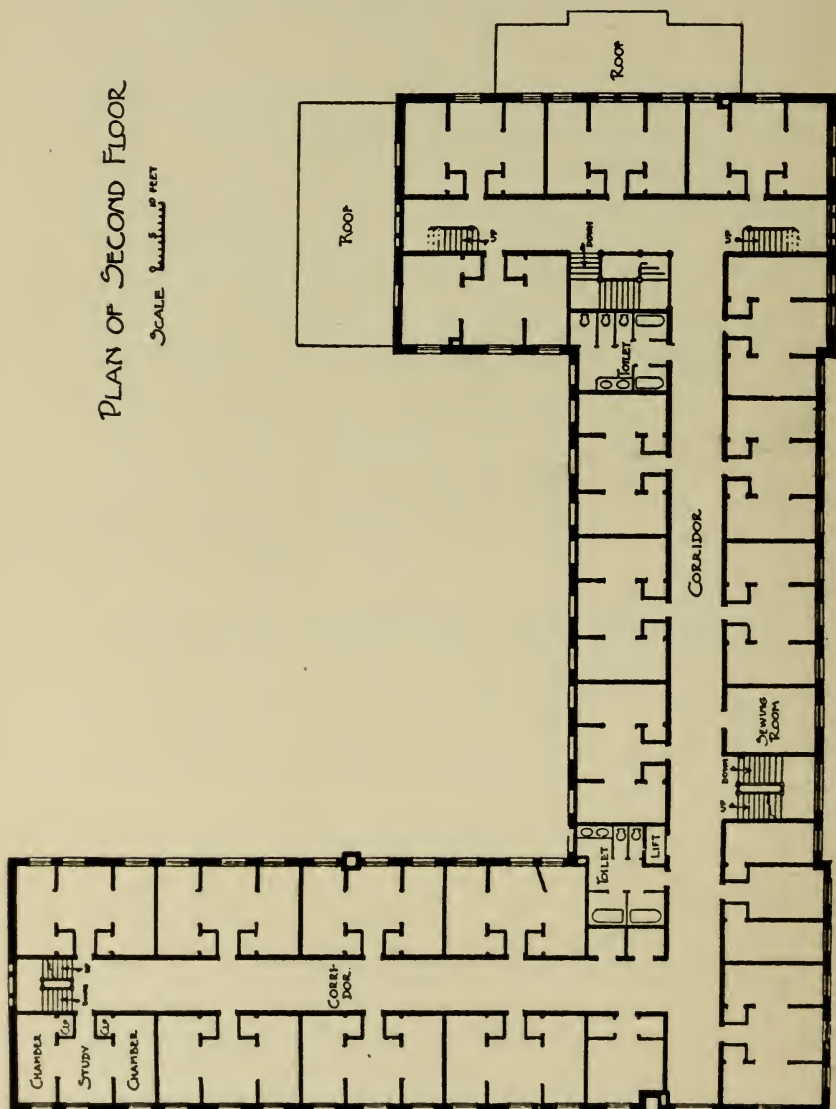
Mr. Montaville Flowers, California, Color Guard and Picket Line.

Catherine Ridgeway Entertainment Company, Boston, musical entertainment.

Rev. James Chalmers, Fitchburg, Graduation Address.

PLAN OF SECOND FLOOR

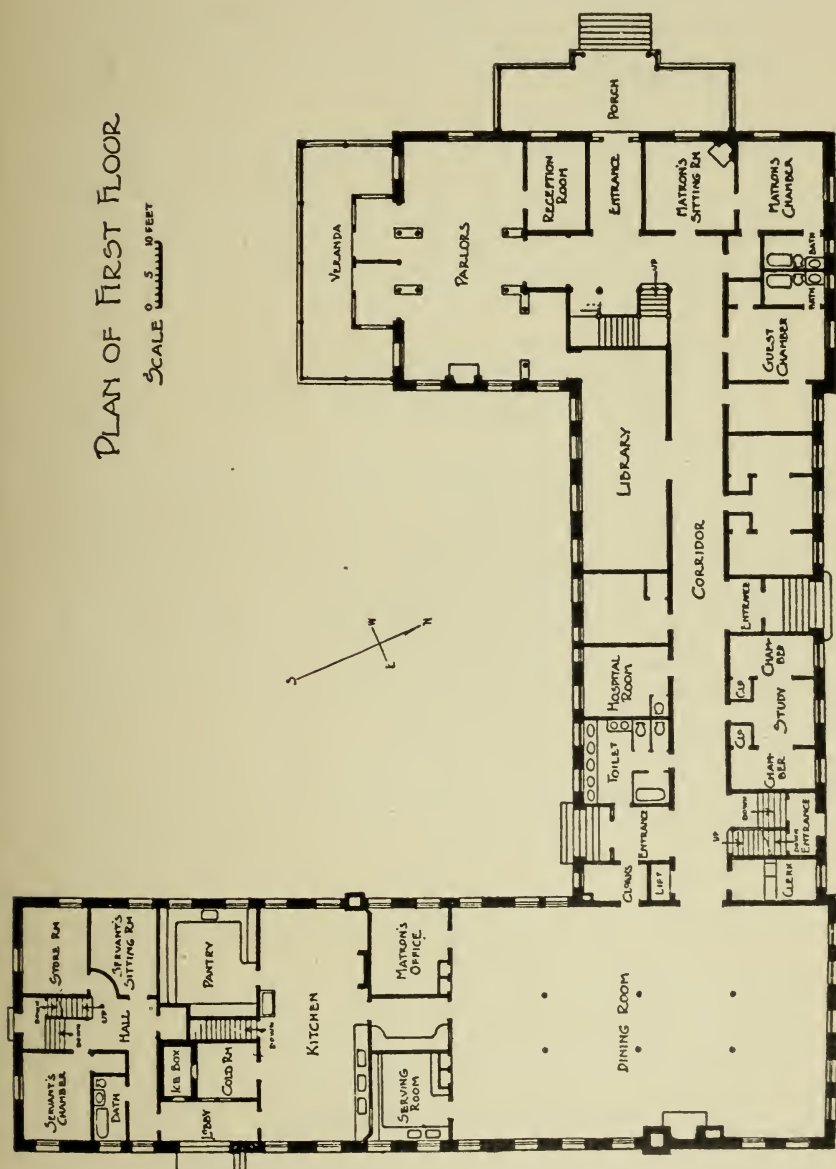
SCALE 1" = 10' 0"



Third floor is like second, except that space southeast of east toilet room contains gymnasium and rooms for servants.

PLAN OF FIRST FLOOR

SCALE 0 5 10 FEET



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RECEPTION

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LIBRARY

CORRIDOR

Hospital

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DINING ROOM

M. J. O'Connell

KITCHEN

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DICKINSON HALL.

GRADUATION, DIPLOMAS, AND CERTIFICATES.

The satisfactory completion of any one of the five courses previously described entitles the pupil to receive a diploma or certificate of graduation. Those who for any reason are unable to do all the work of a course will, on application, receive a certificate stating the exact amount of work done. Those who complete Course IV. receive certificates, not diplomas. The course taken by college graduates determines whether they receive certificates or diplomas.

DICKINSON HALL.

MRS. CHARLES B. WILSON, MATRON.

Dickinson Hall is the name given the new normal dormitory, which was used for the first time in September, 1903. It is in charge of the principal, and is a commodious, well-lighted school home, with accommodations for 75 students. Rooms will be assigned once each year, two students occupying a suite of three rooms. Whenever possible, students should indicate their choice of room-mate. In all cases those desiring rooms should notify the matron as soon as possible after their admission to the school.

The price of board in the boarding halls connected with the normal schools of the State is \$160 for the school year, payable in advance as follows: \$40 at the beginning of the school year in September; \$40 on November 15; \$40 on February 1; and \$40 on April 15.

This rate includes board, furnished room (except as below), steam heat, gas, and laundry, for such time as the school is in session and for the Thanksgiving recess, but for no other recess or vacation. Pupils whose homes are at a distance may, on permission of the principal, remain at the hall, during any vacation, except the long one in the summer, on payment of the additional sum of \$4 per week during such vacation. The hall is closed during the summer.

When pupils leave the school before the expiration of a term, money paid in advance will be refunded at the rate of \$3 a week, **but no deduction will be allowed for the first week of absence.**

Each boarder is required to bring towels, napkins, a napkin-ring, three pillow slips, four sheets and a bedspread for three-quarters bed (54 inches by 90 inches), two clothes-bags, and blankets. The school does not provide curtains, bureau or commode covers. Rugs and art squares are furnished by the school.

All articles sent to the laundry must be distinctly marked with the owner's name in indelible ink. Initials will not answer.

Visitors can have good accommodations at \$1.25 per day; dinner, 35 cents; supper, 25 cents; breakfast, 20 cents; lodging, 50 cents.

Whenever more pupils apply for rooms than can be cared for in Dickinson Hall, the principal will find places for those who cannot be accommodated, usually at prices not in excess of \$1 a week each for two students occupying one room; whenever possible such students will board at Dickinson Hall and be charged at the rate of \$120 a year. But all outside charges are business matters between the student and the householder, for which the principal assumes no financial responsibility.

In Dickinson Hall the State has tried to provide for the comfort and convenience of its pupils. In the basement space has been set aside for a laundry, which shall be exclusively for students' use; set tubs, wringers, ironing boards, etc., are furnished. On the third floor a gymnasium has been provided; school work in gymnastics is given in this room; the gymnasium is also the general meeting place of the students, where evening entertainments may be held. A commodious library and reading room, the reception room

and parlors, hospital, and dining room are situated on the first floor.

The building is substantially made of buff brick; the interior finish is of ash in the natural wood, and the floors are of maple. The hall is heated by steam and lighted by electricity, and every possible precaution is taken to secure it from danger by fire. A private fire alarm box connects it with the central fire station of the town, which is situated near by; extinguishers and grenades are provided on every floor; electric gongs for alarming pupils have been installed; and a watchman patrols every part of the building once every hour during the night.

Pupils who do not live in Westfield and who do not return to their homes daily are expected to board at Dickinson Hall. All other students who wish to board with relatives or to work for their board in private families must first secure permission from the principal.

EMPLOYMENT OF GRADUATES.

The demand for graduates of this school is greater than the supply. During the past year the principal has received many requests for teachers to which he has been unable to respond.

In the interest of graduates of this school who desire to secure better positions, and of school committees and superintendents who are seeking teachers, the principal requests that former pupils will keep him informed of their addresses and of their wishes for future work. He will keep at his office as complete a directory of graduates as possible, and hopes to be serviceable alike to employers and employed. If alumnae sending their addresses will also forward testimonials of success, the principal can act for them more intelligently.

It should be distinctly understood that the principal guarantees no positions, and declines to recommend any teacher

whom he does not personally know to be successful. In all cases, however, he will gladly furnish the names and addresses of all eligible teachers to inquirers, leaving to them the responsibility of investigation and action.

As complete a record as possible of all future graduates will be kept, showing their scholarship, training, experience before entering the normal school and in the training schools, and general qualifications for teachers' positions, together with such testimonials of success in teaching as may be filed from time to time. Such data will be considered entirely confidential, and will be accessible only to superintendents and school committees.

GENERAL REMARKS.

The demand of the hour is for professionally trained teachers, and, both for the good of the schools and for their own advantage, all intending teachers are urged to prepare themselves by a special course of training in some school established for the purpose.

Teachers who wish to profit by the regular class-room instruction in any department are invited to join the school temporarily during their vacations and at such other times as may be convenient. The school aims to be helpful. No charge will be made for tuition or text books, and, if reasonable notice is given, such students can usually be accommodated at Dickinson Hall at \$4 per week.

This school is always open to the inspection of the public. A cordial invitation is extended to teachers, school committees, and superintendents to visit at their convenience.

For catalogues, specimen examination papers, or any information address the principal at Westfield.

STUDENTS.

GENERAL TWO YEARS' COURSE.

SENIORS.

Allen, Florence I., 89 Waldo Street, . . .	Holyoke.
Allyn, Rachel M., ...	Montgomery.
Barden, Inez M., 79 Franklin Street, . . .	Westfield.
Barry, Agnes M., 21 Grove Street, . . .	Springfield.
Bergren, Ruth A. M., 59 Belvidere Avenue, .	Springfield.
Boudway, Helen T., 43 Spring Street, . .	Northampton.
Bradshaw, Hazel A., 124 College Street, .	South Hadley.
Brown, Edith F., 303 Linden Street, . . .	Holyoke.
Brown, Maude C., 303 Linden Street, . . .	Holyoke.
Bulger, Marion L., 168 Holmes Road, . . .	Pittsfield.
Butters, Geraldine F., ...	Chester.
Casey, Helen I., 69 Bell Street, ...	Chicopee.
Chapin, Alice W., Montgomery Street, . .	Chicopee Falls.
Clifford, Helen C., 16 Center Street, . . .	Holyoke.
Crehore, Helen M., 121 Chicopee Street, .	Chicopee.
Davidson, Henrietta C., ...	West Millbury.
Davies, Ada B., 482 Chestnut Street, . . .	Holyoke.
Davis, Lucy A., 11 Congress Street, . . .	Westfield.
Day, Marion L., Coy Hill, ...	Warren.
Dempsey, Jennie E., 19 Southbridges Street.	Warren.
Doering, Hattie A., 8 Clark Street, . . .	Westfield.
Donahue, E. Pauline, 117 Massasoit Street, .	Northampton.
Donahue, Victoria A., ...	Huntington.
Dwyer, Katherine H., 171 King Street, . .	Springfield.
Ellis, Eva B., 7 Linden Avenue, ...	Westfield.
Ellis, Evelyn M., 49 Pochassic Street, . .	Westfield.
Felch, Ethel G., 40 Catherine Street, . . .	Springfield.
Ferguson, Myrtle E., 140 Cochran Street, .	Chicopee Falls.
Finn, Claire H., 452 Main Street, ...	Winsted, Conn.
Flaherty, Mary E., ...	Hadley.
Fox, Edith P., 96 Franklin Street, ...	Westfield.

Gillis, Margaret J., 4 Miller Avenue, . . .	Holyoke.
Gray, Ethel M., 82 Garfield Street, . . .	Springfield.
Griswold, Marguerite L., Palmer Road, . . .	East Wilbraham.
Halladay, Cora E., Halladay Avenue, . . .	Suffield, Conn.
Hallisey, Kathryn L., 48 Hitchcock Street, . . .	Holyoke.
Hanifin, Lucy V., ...	Belchertown.
Hay, Cecile B., ...	Derby, Vt.
Healey, Leslie M., ...	Chester.
Henderson, Jessie R., 37 View Street, . . .	Holyoke.
Hogan, Anna J., 12 Smith Avenue, . . .	Mittineague.
Holgate, Lillian, 109 Hillside Avenue, . . .	Holyoke.
Hyde, Hazel L., 36 Pleasant Street, . . .	Westfield.
Keating, May, 67 South Church Street, . . .	Pittsfield.
Kennedy, Mary M., 57 Lamb Street, . . .	South Hadley Falls.
Keough, Eleanor E., 524 Main Street, . . .	Longmeadow.
Knapton, Grace E., 36 Homer Street, . . .	Springfield.
Lalonde, Cora M., 446 Maple Street, . . .	Holyoke.
Lloyd, Caroline J., ...	Russell.
Loomis, Marion S., 137 King's Highway, . . .	West Springfield.
Martin, Cola L., ...	Townshend, Vt.
Mayor, Mamie A., 65 Pine Street, . . .	Palmer.
McCarthy, Sara H., 68 North East Street, . . .	Holyoke.
McDermott, Genevieve, 311 Brownell Street, . . .	Fall River.
McKenna, Margaret B., 14 Linden Street, . . .	Northampton.
Merrill, Ruby, 40 Wolcott Street, . . .	Springfield.
Moore, Mildred E., 70 Court Street, . . .	Westfield.
Mulligan, Isabelle L., 1215 North Street. . .	Springfield.
Murphy, Claire C., 154 Suffolk Street, . . .	Holyoke.
Murphy, Grace E., Fuller Road, . . .	Chicopee Falls.
Nelson, Anna B., 8 Columbia Place, . . .	Westfield.
Nugent, E. Evelyn, 258 Pine Street, . . .	Holyoke.
Nugent, Grace M., 258 Pine Street, . . .	Holyoke.
Nute, Grace L., 8 Mill Street, . . .	Westfield.
Parsons, Katharine A., 20 Plymouth Street, . . .	Springfield.
Payne, Esther K., 28 Cabot Street, . . .	Holyoke.
Pearce, A. Maude, 2 St. James Avenue. . .	Holyoke.
Ranson, A. Adele, ...	Belchertown.
Ribadeneira, Dolores, ...	Quito, Ecuador, S. A.
Ruddy, Jane E., 5 Keyes Street, . . .	Warren.
Ruddy, Mary J., 5 Keyes Street, . . .	Warren.

Sazama, Philomena E., 55 Park Street,	Turners Falls.
Scully, F. Irene, 300 Pecks Road, . . .	Pittsfield.
Shea, Frances A., 113 Spring Street, . . .	Springfield.
Shea, Mary E., 12 Emmet Street, . . .	Chicopee Falls.
Sinclair, Mary W., 64 Beacon Avenue, . . .	Holyoke.
Smith, A. Hazel, 29 Orchard Street, . . .	Northampton.
Smith, Mary T., 1022 Hampden Street, . . .	Holyoke.
Smyth, Mary G., 112 Armory Street, . . .	Springfield.
Steele, Helen E., 188 Springfield Street, . . .	Chicopee.
Sullivan, Hazel M., 7 River Street, . . .	Mittineague.
Wall, Mary J., ...	Hampden.
Webber, Gladys, ...	Brimfield.
Whalen, Margaret M., 100 Muzzy Street, . . .	Chicopee Falls.
Whitmire, Helen L., 27 Waconah Street, . . .	Pittsfield.
Wiggin, Angeline G., 24 Prospect Avenue, . . .	Chicopee.
Wood, Helen I., 30 Pleasant Street, . . .	Westfield.
Young, Marion C., 20 Terrence Street, . . .	Springfield.

KINDERGARTEN COURSE.

SENIORS.

Hazeltine, C. Rachel L., ...	Falls Village, Conn.
Roberts, Florence I., 69 Woodmont Avenue, . .	Springfield.
Waters, Teresa C., 19 East Silver Street, . .	Westfield.

TEACHERS' COURSE.

Granfield, Nellie T., 19 Allendale Street, . .	Springfield.
Hoag, M. Ila, 285 Dickinson Street, . . .	Springfield.
McGinity, Katharine C., 290 Maple Street, . .	Holyoke.

GENERAL TWO YEARS' COURSE.

JUNIORS.

Barr, Edith M., ...	Chester.
Barrett, Esther A., ...	Springfield.
Bebeau, Clara O., 60 Main Street, . . .	Warren.
Benson, Helen M., 49 Murray Hill Avenue, . .	Springfield.
Berndt, Elizabeth V., ...	Lenox.
Bradley, Rose V., 46 Allyn Street, . . .	Holyoke.
Bradley, Ruth J., 17 Spruce Street, . . .	Springfield.

Brown, Margaret E., 35 Burford Avenue,	Merrick.
Burke, Grace I., 62 Locust Street, . . .	Springfield.
Carter, Ethel I., ...	Russell.
Cash, Irene B., 30 Union Street, . . .	Westfield.
Clark, Dorothea, Chestnut Street, . . .	Westfield.
Cleveland, Mildred, 68 King Street, . . .	Westfield.
Coote, Emily B., 249 Carew Street, . . .	Springfield.
Crean, Anna C., 4 Silver Street.	Mittineague.
Cronan, Mary H., 615 Front Street, . . .	Chicopee.
Cullen, Katherine A., 7 Dwight Street, . . .	Westfield.
Doppmann, Maria T., Chestnut Street, . . .	West Hatfield.
Driscoll, Mary T., 55 Chestnut Street, . . .	Holyoke.
Dunn, Helen E., 123 Pine Street, ...	Holyoke.
Farrell, Mary I., 227 Lyman Street, . . .	Holyoke.
Featherston, Margaret M., 208 Main Street, .	Lee.
Fuller, Marguerite E., 32 Montgomery Street,	Westfield.
Gow, Helen, 302 Chestnut Street, ...	Holyoke.
Greaney, Esther H., 35 St. James Avenue, .	Holyoke.
Griffin, Helen C., 268 Walnut Street, . . .	Holyoke.
Guilhan, Margaret T., Pleasant Street, . . .	Monson.
Hackebell, A. Elsa, ...	Washington.
Hale, Lena M., South Street, ...	Bernardston.
Haley, Frances C., 75 Lincoln Street, . . .	Holyoke.
Halloran, Mary E., 42 Alfred Street, . . .	Springfield.
Hartnett, Mary J. C., 217 Walnut Street, .	Holyoke.
Healy, Rose C., 635 State Street, ...	Springfield.
Holland, Gertrude K., 716 Worthington Street,	Springfield.
Hosmer, Fannie E., South Longyard Street. .	Southwick.
Huber, Mildred E., 16 Allen Avenue, . . .	Westfield.
Hynes, Helen E., 248 Waconah Street, . . .	Pittsfield.
Jewett, Margaret S., 170 Northampton Avenue,	Springfield.
Johanson, Judith H., 127 Marion Street, . .	Springfield.
Keating, Alice E., 9 Sanderson Avenue, . .	Northampton.
Keating, Grace M., 50 Hawley Street, . . .	Northampton.
Kelley, Winnifred, 25 Third Street, ...	Pittsfield.
Kelly, Mary J., Columbia Street, ...	Lee.
Lamagdeleine, Sarah P., 636 Chicopee Street,	Willimansett.
Leary, Margaret F., 24 Bartlett Street, . . .	Westfield.
Leitenberger, Lulu, 65 Riverview Terrace. .	Springfield.
Lyons, Irene C., 123 Massasoit Street, . . .	Northampton.

Mackey, Nora H., 56 Pine Street, ...	Holyoke.
Mahoney, Frances L., 1104 West Hampden Street, ...	Holyoke.
Manning, Madeline M., 122 Armory Street, ...	Springfield.
Martin, Katherine C., 6 Exchange Street, ...	Westfield.
Mayberry, Marguerite, 59 Elizabeth Street, ...	Pittsfield.
Merritt, Ruth H., ...	Amherst.
Moore, Grace E., 60 Grand Street, ...	Springfield.
Moore, Marjorie W., 159 Main Street, ...	Westfield.
Morrison, Alice B., 38 Walnut Street, ...	Holyoke.
Murphy, Katherine E., 30 Orchard Street, ...	Northampton.
Neidel, Edith A., 178 Lebanon Street, ...	Springfield.
Nicholson, Dolly I., ...	Southwick.
Nute, Helen E., 3 Pearl Street, ...	Westfield.
O'Connell, Rosemary D., 105 Fairview Avenue, ...	Chicopee.
O'Connor, Elizabeth R., 22 Bolton Street, ...	South Hadley Falls.
O'Leary, Elizabeth A., ...	Hinsdale.
Packard, Rachel M., 40 Holland Avenue, ...	Westfield.
Paterson, Ruth H., 730 Sumner Avenue, ...	Springfield.
Provin, Mabel W., 48 Franklin Street, ...	Westfield.
Reade, Marion S., 40 North Main Street, ...	South Hadley Falls.
Reardon, Eleanor C., 5 West Street, ...	West Brookfield.
Russell, Helen M., 62 Lamb Street, ...	South Hadley Falls.
Rust, Hazel H., 7 Howard Street, ...	Westfield.
Ryan, Marian Z., 57 Bowers Street, ...	Holyoke.
Seanlon, Anna H., 470 Maple Street, ...	Holyoke.
Scharr, Bessie, 8 Mill Street, ...	Westfield.
Shalley, Mary A., ...	Lenox.
Shea, Mary A., 75 Congress Street, ...	Holyoke.
Smith, Elizabeth R., 11 Avery Street, ...	Westfield.
Smith, Eva C., 7 Prospect Street, ...	South Hadley Falls.
Smith, Hazel L., 18 Shepherd Street, ...	Mittineague.
Snyder, Rose A., 237 Center Street, ...	Chicopee.
Spady, Julia A., 70 Western Avenue, ...	Westfield.
Speight, M. Rosarita, ...	East Longmeadow.
Spooner, Hazel L., ...	Southampton.
Stanley, Jane L., ...	Lenox.
Sullivan, Agnes C., 135 Thompson Street, ...	Springfield.
Sullivan, Gertrude, Main Street, ...	Bondsville.
Syrett, Ethel I., 24 Merrick Avenue, ...	Springfield.

Tatro, Mary J., 18 Columbus Avenue, . . .	Holyoke.
Tye, Marion C., 307 Walnut Street, . . .	Holyoke.
Valentine, Ruth, 33 Brownell Avenue, . . .	Hartford, Conn.
Wade, Louise P., 17 Pleasant Street, . . .	Westfield.
Wells, Lois I., ...	Ashaway, R. I.
Whalen, Lucy E., 608 Westfield Street, . . .	Mittineague.
Whalen, Mary C., 10 Third Avenue, . . .	Northampton.
Whalen, May E., 11 Rochelle Street, . . .	Springfield.
Wickward, Marjorie, 671 Union Street, . . .	Springfield.
Witten, Mary L., 15 Fremont Street, . . .	Springfield.

SPECIAL STUDENTS.

Abrams, Ida R., 81 Cass Street, ...	Springfield.
Baneroff, Marguerite R., 544 North Main Street, ...	Springfield.
Benedict, Eurette L., ...	Shoreham, Vt.
Brace, Hilda, 5 Woronoco Avenue, ...	Westfield.
Edwards, Josephine, Chestnut Street, ...	Westfield.
Clark, Marion E., 245 Beech Street, ...	Holyoke.
Johnson, Nellie, 90 Elm Street, ...	Westfield.
Knox, Helen E., ...	Suffield, Conn.
Leonard, Dora J., ...	Shoreham, Vt.
Phelon, Lucy M., 7 Kellogg Street, ...	Westfield.
Phelps, Vella I., 12 Princeton Street, ...	Westfield.
Scott, Theodora E., 33 King Street, ...	Westfield.

SUMMARY.

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